



## Ben Hazel Primary

628 Railroad Ave. West  
Hampton, SC 29924

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	321 Students	
<b>Principal</b>	Bonnie J. Wilson	803-943-3659
<b>Superintendent</b>	Dr. Douglas E. McTeer, Jr.	803-943-4576
<b>Board Chair</b>	Mr. Eugene Jenkins, Jr.	803-943-0547

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Average	Good
2006	Average	Good
2005	Average	N/A
2004	N/A	N/A

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

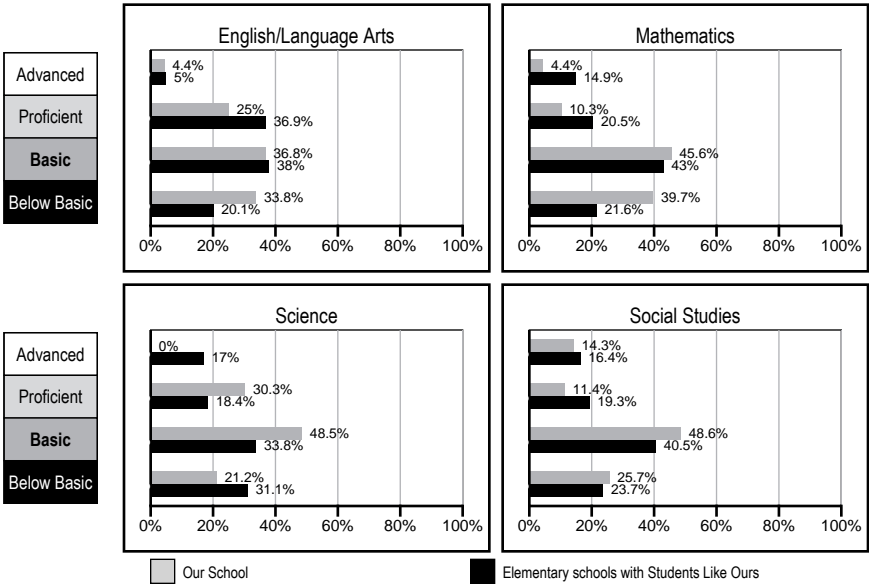
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	7	63	22	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=321)</b>				
First graders who attended full-day kindergarten	98.4%	Down from 100.0%	100.0%	100.0%
Retention rate	4.7%	Up from 3.3%	2.9%	2.3%
Attendance rate	95.6%	Down from 95.9%	96.2%	96.3%
Eligible for gifted and talented	0.0%	Down from 10.3%	9.5%	10.4%
With disabilities other than speech	5.4%	No Change	8.7%	7.5%
Older than usual for grade	2.0%	Up from 0.9%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=22)</b>				
Teachers with advanced degrees	54.5%	Down from 60.0%	58.0%	56.7%
Continuing contract teachers	90.9%	Up from 85.0%	81.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	Down from 91.4%	87.4%	86.4%
Teacher attendance rate	94.6%	Down from 95.3%	94.8%	94.9%
Average teacher salary	\$44,350	Down 0.7%	\$45,465	\$45,345
Professional development days/teacher	21.5 days	Up from 18.4 days	12.9 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	13.8 to 1	Down from 17.5 to 1	18.5 to 1	18.5 to 1
Prime instructional time	87.5%	Down from 88.5%	89.4%	89.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	97.3%	Down from 99.6%	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,080	Down 0.9%	\$6,938	\$7,052
Percent of expenditures for instruction*	69.8%	Down from 70.7%	68.9%	69.1%
Percent of expenditures for teacher salaries*	67.3%	Down from 68.2%	65.5%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At Ben Hazel Primary, we begin each year by collaborating and establishing our vision. We then determine the steps necessary to accomplish our vision. Some of our past accomplishments include meeting AYP for three consecutive years and being named both a Red Carpet School and an Exemplary Writing School. Being a recipient of the Palmetto Silver Award every year our school has been eligible is a direct result of our commitment to our school wide vision.

For teaching reading, we follow Reading First guidelines to implement research based best practices. In science, we provide hands-on experiences in the science lab and in the classroom. Teachers fill our small group reading and math instruction with engaging activities and differentiate the lessons to accommodate all learners. As a result of district funding, Reading First, and other grants we have been able to enhance our resources and add valuable personnel including a literacy coach and two reading interventionists. Ben Hazel Primary also received Palmetto Bright Ideas, EIA, and Donors Choose grants.

One of our most valuable tools for accomplishing our vision is meeting the needs of ALL children through intervention, intervention, and more INTERVENTION. Some of these interventions include small group instruction and the Academy of Math and Academy of Reading which are computer based programs aimed at assessing and developing each child's skill. Other interventions are our 21st century after school grant, Seek and Grow, and our Reading First Summer Enrichment program. Certified personnel and volunteers also provide additional small group interventions. Time is dedicated during grade-level meetings, professional development sessions, cross grade-level meetings, school leadership team meetings, and school intervention team meetings to have focused conversations about curriculum, assessment, data analysis, and interventions. We also work collaboratively with our parents and community members through our Parent/Teacher Organization and School Improvement Council.

At Ben Hazel Primary, we will continue to analyze our data and use it to drive our instruction for each student. We are determined to work together to realize our vision.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	69	35
Percent satisfied with learning environment	100.0%	89.4%	91.4%
Percent satisfied with social and physical environment	100.0%	83.8%	85.7%
Percent satisfied with school-home relations	87.5%	87.0%	82.4%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 5 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	72	100	33.8	36.8	25	4.4	44.1	36.9	48.2	No	Yes
<b>Gender</b>											
Male	44	100	41.5	34.1	19.5	4.9	36.6	30.8	41.7	N/A	N/A
Female	28	100	22.2	40.7	33.3	3.7	55.6	44.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	39	100	23.7	34.2	34.2	7.9	57.9	43.8	60	I/S	I/S
African American	32	100	46.7	40	13.3	0	26.7	30.6	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	5	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	61.5	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	49	100	42.2	42.2	15.6	0	33.3	28	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	72	98.6	39.7	45.6	10.3	4.4	26.5	34.6	45.8	No	Yes
<b>Gender</b>											
Male	44	97.7	46.3	39	9.8	4.9	24.4	34.7	45.6	N/A	N/A
Female	28	100	29.6	55.6	11.1	3.7	29.6	34.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	39	100	23.7	55.3	13.2	7.9	34.2	45.4	59	I/S	I/S
African American	32	96.9	60	33.3	6.7	0	16.7	24.6	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	8.4	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	49	98	51.1	37.8	8.9	2.2	17.8	25.7	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	35	100	21.2	48.5	30.3	0	30.3	26.2	35.7	95.6	95.3
Gender											
Male	22	100	20	45	35	0	35	28.5	37.4	95.5	95
Female	13	100	23.1	53.8	23.1	0	23.1	23.4	33.8	95.7	95.7
Racial/Ethnic Group											
White	17	100	12.5	43.8	43.8	0	43.8	36.8	49.2	95	94.7
African American	18	100	29.4	52.9	17.6	0	17.6	17	17	96.2	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.9	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	96.1	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.2
Disability Status											
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	4.9	14	95.5	93.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95.8	96.9
Socio-Economic Status											
Subsidized meals	27	100	28	48	24	0	24	17.8	21.1	95.5	94.9

Social Studies

All Students	37	100	25.7	48.6	11.4	14.3	25.7	21.4	34	95.6	95.3
Gender											
Male	22	100	28.6	42.9	14.3	14.3	28.6	23.5	36.6	95.5	95
Female	15	100	21.4	57.1	7.1	14.3	21.4	18.9	31.3	95.7	95.7
Racial/Ethnic Group											
White	22	100	22.7	50	9.1	18.2	27.3	28.9	44.5	95	94.7
African American	14	100	30.8	46.2	15.4	7.7	23.1	13.4	19.1	96.2	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.9	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	96.1	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.2
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	5.5	14.4	95.5	93.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	95.8	96.9
Socio-Economic Status											
Subsidized meals	22	100	30	55	10	5	15	13.1	21	95.5	94.9

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	58	98.3	21.2	32.7	40.4	5.8	46.2
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	72	100	33.8	36.8	25	4.4	29.4
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	58	98.3	32.7	44.2	11.5	11.5	23.1
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	72	98.6	39.7	45.6	10.3	4.4	14.7
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	29	100	28	28	28	16	44
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	21.2	48.5	30.3	0	30.3
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	29	96.6	25.9	33.3	18.5	22.2	40.7
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	25.7	48.6	11.4	14.3	25.7
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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